私立大 英語 ＜読解編＞

この講座は，いよいよ迫る本番の入試に備えて，志望校レベルの過去問を通じて，実践力をつけていく構成となっています。本番を想定して，**20 分と時間を決めて，問題を解いてみてください**。本テキストの問題は，**日東駒専，産近甲龍レベルの大学で実際に出題された過去問**を使用しています。

次に，**１時間と決めて，予習にしっかりと取り組んでみてください**。わからない単語を辞書で調べて意味を書き込む。カッコやスラッシュを使って，文構造を意識して，一文一文の意味を考えてきてください。

この直前期でも，授業後に，**長文は必ず音読を十回やってもらいます**。例年第一志望に合格した生徒たちが口をそろえて言います。授業後の音読十回のおかげで，本当に英語長文がすらすら読めるようになりましたと。それから，本テキストにある全ての単語を必ず覚えることもとても大切な復習となります。

地道な作業の積み重ねこそが，大事を成す唯一の手段であること。そして，授業を聞くだけの受動的な姿勢ではなく，**予習，復習を自ら行う能動的な姿勢こそが，大事を成す基本**であることは，この時期でも何ら変わらないので，お忘れなく。

肘井　学

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第１講　英語長文演習①

次の英文を読んで，下記の設問に答えよ。

A piece of writing requires at least two people: one to write it and one to read it. Who’s going to read yours? It’s important to ask, because people who don’t know their readers or who forget about them aren’t very good writers. You’ll save yourself all kinds of trouble by learning this lesson early.

All（　①　）are（　②　）first. You’ll read a lot more than you’ll ever write. Let the reader in you influence the writer in you. Put yourself in the（　ア　）place, then write what you’d like to read.

If the very idea of writing strikes fear into your soul, or if you freeze up when you start to write, you may have a problem imagining your reader. (1)<u>Fear of writing is often fear of the reader, especially one you don’t know.</u> And no wonder. Nothing is more frightening than an audience of strangers. Break the ice and get to know each other.

Similarly, if your writing is（　イ　）, your reader may be out of focus, too. When you can’t see the target, you don’t know where to aim. Sharpen your focus and bring the reader into the picture. Clarifying your audience will clarify your thinking and your writing.

NOTE

(2)All writing has an intended audience, even the telephone book. It may be monotonous, short on verbs and heavy on numbers and proper nouns, but it sure knows its readers. Your audience probably won't be as wide as your area code, but it could be almost anyone — your landlord, a garden club, a college director, fiction readers, an editorial-page editor, a lawyer. Someone is always on the receiving end, but who? It's a big world out there, and before you write you have to（ ウ ）it down. Once you've identified your audience, everything you do — every decision you make about vocabulary, tone, sentence structure, imagery, humor, and the rest — should be done with this target, your reader, in mind.

Of course, you might have a different audience every time you write; where writing is concerned, one size does not fit all. As much as possible, try to understand your reader's needs, likes and（ エ ）, attention span*, mood, tastes, and sense of humor. In our personal relationships, this kind of judgment is called tact*; in writing, it's called "knowing your audience."

NOTE

A fiction writer, too, should always imagine the people who'll be reading. I once saw a read-aloud children's book intended for preschoolers; each left-hand page had a picture and each right-hand page was packed with text, (3)<u>nicely written but impossibly long.</u> The writer should have imagined the audience: a kid moving around in somebody's lap.

You can't always hold the audience in your lap, even mentally. Unless you're writing to just one (③), the audience will be made up of (④), no two exactly alike. Still, they'll have certain things in common. Determine what those things are and keep them in mind as you write. You'll be surprised how (オ) clearer your thinking and your writing will be. (4)<u>You may even make readers feel you're talking to each one alone.</u>

While you're drawing your mental picture, remember that the readers are on your side. They want you to succeed. Why wouldn't they? When they read something, they want it to be good. Put mental (⑤) on their mental (⑥). You're not enemies, after all. You're in this together, because you want to write something good and they want to read something good. Even someone who disagrees with what you say can enjoy reading it.

(注) *attention span：集中力の持続時間　　*tact：機転

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NOTE

問１ 文脈上，空所ア～オの中に入るべき最も適切な語を１～４から１つ選び，その番号を書きなさい。

（ア）1. reader’s　2. writers　3. reader　4. writer

（イ）1. focused　2. unfocused　3. infocused　4. disfocused

（ウ）1. widen　2. narrow　3. open　4. close

（エ）1. interests　2. concerns　3. dislikes　4. concentration

（オ）1. many　2. most　3. much　4. more

問２ ①と②，③と④，⑤と⑥に入る組み合わせとして最も適切なものを１～４から１つ選び，その番号を書きなさい。

①と②　1. ① readers ― ② audience　2. ① readers ― ② writers
　3. ① writers ― ② readers　4. ① writers ― ② yourselves

③と④　1. ③ person ― ④ individuals　2. ③ individuals ― ④ person
　3. ③ writer ― ④ reader　4. ③ reader ― ④ writer

⑤と⑥　1. ⑤ pictures ― ⑥ readers　2. ⑤ readers ― ⑥ pictures
　3. ⑤ faces ― ⑥ smiles　4. ⑤ smiles ― ⑥ faces

問３ 下線部（1)～(4）の意味に最も近いものを１～４から１つ選び，その番号を書きなさい。

（1）Fear of writing is often fear of the reader, especially one you don’t know.

1. You are scared of writing because you feel nobody will read it.
2. You are scared of writing because you don’t know your readers.
3. You are scared of writing because you don’t want it read by strangers.
4. You are scared of writing because you don’t know how to write.

（2）All writing has an intended audience,

1. You intend to write for fiction readers,
2. You intend to write for a wide range of readers,
3. You should focus on the kind of readers and write for them,
4. Any writing has its own intentions,

（3）..., nicely written but impossibly long.

1. ..., written in a friendly way but has no pictures.
2. ..., written in a nice way but too long to read.
3. ..., written in a careful way but not long enough.
4. ..., written well but impossible to read aloud.

（4）You may even make readers feel you’re talking to each one alone.

1. Your readers may feel they’re lonely.
2. Your readers may feel as if you were talking only to them individually.
3. You may make readers feel they’re the only readers.
4. You may make readers feel they’re not reading.

問４ 下の英文は，問題文の要約である。①～⑤の（　　）に入れるのに最も適切な語を１～４から１つ選び，その番号を書きなさい。

It's important to imagine or know your readers when you (①). You need to know what they like and don't like, what they think of as tasteful or humorous. Unless you are able to put (②) in the reader's place, you can't be a good writer. You also have to get your writing focused, or your readers will find it (③). Writing a book (④) with words would not be ideal for preschool children. Think about the things that you and your readers have in (⑤), and keep them in mind. Your readers are not your enemies, after all.

① 1. read	2. write	3. listen	4. speak
② 1. myself	2. yourself	3. himself	4. themselves
③ 1. tied	2. untied	3. clear	4. unclear
④ 1. full	2. done	3. written	4. packed
⑤ 1. case	2. charge	3. common	4. combination

問５ この英文に最も適切なタイトルを１～４から１つ選び，その番号を書きなさい。

1. Know Your Audience　　2. Know Your Writer
3. Read and Write　　4. Read before You Write

NOTE

第２講　英語長文演習②

次の英文を読んで，下記の設問に答えよ。

Children who are physically fit absorb and hold onto new information more effectively than children who are out of shape, a new study finds. Parents and exercise scientists have known for a long time that physical activity helps young people to settle and pay attention in school or at home, with benefits for academic performance. A (1)representative study, presented in May at the American College of Sports Medicine, found that fourth- and fifth-grade students who ran around and otherwise exercised vigorously for at least 10 minutes before a mathematics test scored higher than children who had sat quietly before the exam.

Until recently, however, no study had specifically examined whether and in what ways physical fitness might affect how children learn. Last year, researchers at the University of Illinois filled that gap by recruiting a group of local 9- and 10-year-old boys and girls, having them exercise on a running machine, and then asking 24 of the most fit and 24 of the least fit to come back and work on some difficult memory tasks. Learning is, of course, a complex process, involving not only taking in and storing new information in the form of memories, but also recalling that information later. Information that cannot be recalled has not really been learned. Earlier studies of children's learning styles have shown that most learn more successfully if they are tested on material while they are in the process of learning it. In effect, if they are tested while memorizing, they remember more easily. By contrast, straight memorization, without such testing during the process, is

much more difficult.

NOTE

In this case, the researchers chose to compare both approaches to learning, by providing their young volunteers with iPads that displayed several maps of imaginary lands. The maps were divided into regions, each with a four-letter name, which the researchers had the children memorize. There were two learning sessions, A and B, and half of the children participated in each of the sessions. In the A session, children were shown these region names in place for six seconds. The names then appeared on the map in their correct position six additional times while children stared at and tried to memorize them.

In the B session, region names appeared on different maps in their proper location, then moved to the margins of the map.（　2　）simply staring at the map, children were asked to tap on a name and match it with the correct region. This task tested the children as they memorized. A day later, all of the children returned and were asked to correctly label the various regions of the maps. The results show that, (3)overall, the children in the B session performed similarly when they were asked to recall names for the map regardless of their fitness. But for the children in the A session, those who were in better physical condition performed significantly better than those in the less fit group, remembering about 40 percent of the regions' names accurately, compared with merely 25 percent accuracy for the out-of-shape kids.

NOTE

This finding suggests that “higher levels of fitness have their greatest impact in the most (4)challenging situations that children face intellectually,” the study’s authors write. (5)The more difficult something is to learn, the more physical fitness may aid children in learning it. If children are to develop and maintain the kind of physical fitness that increases their ability to learn, said co-author Charles Hillman, an Education professor at the University of Illinois, they should engage in “at least an hour a day” of vigorous physical activity. Schools, where children spend so many of their waking hours, provide the most suitable place for them to get such exercise, he said.

[How Physical Fitness May Promote School Success by Gretchen Reynolds, The New York Times, September 23, 2013 © 2023 The New York Times]

NOTE

1. 下線部（1），（3），（4）の意味として最も適切なものを選択肢から選べ。

（1）representative

A. familiar　B. fresh　C. common　D. typical

（3）overall

A. on average　B. fortunately　C. in part　D. currently

（4）challenging

A. embarrassing　B. exciting　C. suitable　D. demanding

2. 空所（　2　）に入る最も適切なものを選択肢から選べ。

A. Instead of　B. In spite of　C. As well as　D. Without

3. 第 1 パラグラフの内容と一致するものを選択肢から一つ選べ。

A. A recent study indicates that children’s fitness depends on their ability to learn new information.

B. That there is a relationship between academic performance and physical activity has long been recognized by parents and researchers.

C. A study showed that children who ran around before a mathematics test achieved higher than those who exercised hard.

D. Fourth- and fifth-grade students of the American College of Sports Medicine were given a mathematics test in order to show them the close relationship between physical activity and academic learning.

4. 第 2 パラグラフの内容と一致するものを選択肢から二つ選べ。

A. There has been a lot of research on the effects of exercise on body shape and children’s learning.

B. The researchers at the University of Illinois did an experiment to find out more about how fitness affects students’ ability to recall stored information.

C. The researchers divided the children into two exercise groups, based on their performance on memory tasks.

D. Understanding the complexity of learning is necessary for the storage and memorization of new information.

E. Learning consists of several processes, including the taking in new information and its subsequent recall.

F. Straight memorization involves repeatedly testing students as they are learning.

5. 第 3 パラグラフの内容と一致するものを選択肢から一つ選べ。

A. The researchers asked children to use iPads to give names to imaginary countries.

B. The children divided the maps into different areas and named each area using one of four letters.

C. The children were asked to memorize the names of the regions and their locations on the invented maps.

D. The children in the A session were shown the names of the specific regions more than ten times.

E. The region names that were displayed on the iPads did not disappear before the children learn them by heart.

6. 第４，５パラグラフの内容と一致するものを選択肢から二つ選べ。

A. The children in the B session were asked to tap on the region names and move them to the edges of the map.

B. On the day following the two learning sessions, the researchers tested the children’s ability to recall the region names.

C. For the participants who had attended the B session, their level of fitness affected their ability to recall the region names.

D. The results of the study show that fitness has a significant influence on memorization on certain learning situations.

E. Professor Charles Hillman recommends that children should develop a high level of physical fitness so that they can engage in vigorous physical activity.

F. Schools find exercise a very suitable way to keep children awake.

7. 下線部（5）を日本語に訳しなさい。

第３講 英語長文演習③

次の英文を読んで，下記の設問に答えよ。

In the 1980s, Japan began to invest heavily in industrial robots and office automation. In the car industry, this policy gave it an early advantage. Japanese assembly lines became almost fully automated at a time when American and European ones were still crowded with workers. For office tasks, automation was less successful, because office teamwork had to be *open-ended and could less well be programmed ahead. A third important area of robot applications exists in an area of help, interaction and advice. Here, values and feelings are central, and what is wanted from the robot is happiness, in the form of health, comfort, satisfaction, enjoyment or security. A simple example of enjoyment would be watching the dancing of a group of *ASIMO robots. In itself, this is not a new activity. In both East and West, *automata have existed for centuries.

(ア) More novel, however, are robots that interact with humans. In the late 1990s, there was a series of *crazes for virtual or robot pets which human owners had to care for. One of the first and simplest was the Tamagotch, of 1996. This was a screen game in which the object was to keep the pet alive and well by monitoring its health, making adjustments to its diet and exercise, and showing it affection. (イ) This was a revolutionary idea at a time when most electronic games were about winning or destroying.

NOTE

After the Tamagotch came a generation of stand-up or walk-around pets such as the American Furby in 1998 and the Japanese AIBO dog, in 1999. (ウ) These pets made use of functions from artificial intelligence research, including face and voice recognition, and had built-in growth programs. Furby learned to speak English over time, and, in a second series after 2005, also how to react with emotion. AIBO could be trained to learn a vast range of actions, as it grew from a young dog up to old age in accordance with the "memory stick" that controlled its lifetime. Another robot of this sort, a baby dinosaur called PLEO, came out in 2006 and was remarkable for touch sensors all over its body, which made its movements smooth and realistic and its skin pleasant to feel.

It was soon realized that (エ) apart from (オ) making good pets, robots of this sort could be used for animal therapy. People who are unable to react easily with others sometimes find that contact with an animal can be a bridge to building human relations, and a robot pet can fulfill, (カ) the same use, without smell or hair. The most successful robot of this kind (キ) so far was a baby *seal called PARO, designed in Japan in 1993, and put on public view in 2001.

NOTE

A next step would then be partner robots for home therapy. In Japan, one went on sale in 2008. It is called “ifbot,” 45cm tall, and dressed as an astronaut. In appearance, it is like a *Martian, with attentive and upward-directed eyes but no visible mouth. Its voice is described as “slow, polite, and easy to talked to,” it raises a hand to its ear and “listens carefully before trying to answer.” When not talked to, it lets out occasional calls of friendly concern.

*open-ended 数・量などが決められていない
ASIMO 人間型・二足歩行のロボット　automata 自動的に動くもの
craze 熱狂的大流行　seal アザラシ　Martian 火星人

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NOTE

問 1　下線部（ア）を日本語に訳しなさい。

問 2　下線部（イ）に関して，筆者が考える理由として最も適切なものを，A ～ D のうちから一つ選べ。

A. 自動的に歩いたり踊ったりするロボットは，東洋でも西洋でも長い間現れなかったこと。

B. 勝ち負けではなく，愛情を持ってスクリーンの中のペットの世話をするゲームであったこと。

C. オフィスの作業の自動化は，ロボットの登場によって大いに前進したこと。

D. ロボットの利用においては，従来から価値や感情が重要な位置を占めていたこと。

問 3　下線部（ウ）に関して，筆者が挙げている具体例として最も適切なものを，A ～ D のうちから一つ選べ。

A. Furby は英語教育用ロボットとして開発されている。

B. AIBO はその生涯を制御するメモリーによって子犬から成長する。

C. 訓練によっては非常にさまざまな行動を学習し，自分の体をきれいに拭くロボットがいる。

D. なかには体の一部に触れると色が変わる赤ちゃん用ロボットもある。

問４　下線部（エ）の意味に最も近いものを，A ～ D のうちから一つ選べ。

A. I saw the man at the station, standing apart from the rest of the people seeing off.

B. We didn’t see anyone all day, apart from a couple of girls on the beach.

C. Apart from teaching as a football coach, he also runs a chain of sports shops.

D. I hardly know anyone in town apart from Brown and you.

問５　下線部（オ）の意味に最も近いものを，A ～ D のうちから一つ選べ。

A. becoming　B. keeping　C. forcing　D. arranging

問６　下線部（カ）の内容として最も適切なものを，A ～ D のうちから一つ選べ。

A. Robots are sometimes very useful in making them help to build a bridge and a hospital.

B. There are some people who never mind interacting with others, but prefer staying at home.

C. A robot pet can be used for curing those who find it difficult to build relationship with others.

D. A robot pet without smell or hair is liked far better for some reason.

問７　下線部（キ）の意味に最も近いものを，A ～ D のうちから一つ選べ。

A. almost always　B. until now　C. hardly ever　D. most likely

問８　本文の内容に合致するものをＡ～Ｄのうちから一つ選べ。

A. All the intelligent robots can stand up or walk around, but cannot be programmed to recognize human face or voice yet.

B. After the screen game of the Tamagotch, a variety of intelligent robots appeared and were found to be useful for animal therapy before long.

C. Those who cannot interact easily with others never hope to have partner robots for home use.

D. The smooth and realistic movements of a robot pet are always necessary to make children believe that a Martian exists somewhere in space.

第１講 解答

＜解答＞

問１ （ア）１ （イ）２ （ウ）２ （エ）３ （オ）３

問２ ①と② ３ ③と④ １ ⑤と⑥ ４

問３ （1）２ （2）３ （3）２ （4）２

問４ ① ２ ② ２ ③ ４ ④ ４ ⑤ ３

問５ １

＜全訳＞

書物というのは，少なくとも二人の人間が必要とされる。一人は，作者であり，もう一人は読者だ。誰があなたの作品を読むことになるのか。それを尋ねることが重要なのは，読者を知らない人や，読者を忘れている人はあまり良い作家ではないからだ。この教訓を早くに学ぶことで，あらゆる種類の面倒がなくなるだろう。

あらゆる作者が何よりもまず読者なのだ。書く以上にずっと多くを読んでいることだろう。自分の中の読者が，自分の中の作者に働きかけるようにしなさい。自分を読者の立場におき，自分が読みたいものを書きなさい。

まさに書くという考えが，あなたを尻ごみさせるなら，あるいは書き始めると固まってしまうなら，読者を想像するのに支障があるのかもしれない。書くことを恐れるのは，多くの場合読者を恐れることで，特に自分の知らない読者を恐れることだ。そしてそれは当然のことだ。見知らぬ読者ほど怖いものはない。緊張をほぐして，お互いを知るようになりなさい。

同様に，もしあなたの書いたものの焦点がぼやけているなら，あなたの読者も焦点をはずれているかもしれない。目標が見えていないと，どこに照準を置くべきかがわからない。焦点をはっきりとさせて読者をその像の中に引き込みなさい。読者を明確にすることで，自分の考えや書くものも明確になるだろう。

あらゆる書物に，意図された読者がいて，電話帳ですらそうなのだ。単調で，動詞があまりなく，数字や固有名詞ばかりかもしれないが，それは確かに読者を知っている。読者はおそらく，あなたの市外局番ほど多岐には渡っていないだろうが，ほぼどんな人でも読者になる可能性がある。例えば，あなたの家主，園芸愛好クラブ，大学の理事長，小説の読者，社説の編集者，法律家などである。誰かが常に受け手側にいるが，それは誰なのか。そこには大きな世界が広がっており，書く前にそれを絞らな

ければならない。一度読者を確認すると，あなたのやる全て，つまり，語彙，語り口，文構造，比喩，ユーモア，そしてその他のことについて下す全ての決定は，この目標である読者を念頭において，行うべきだ。

もちろん，書くたびに，違った読者になるかもしれない。書くことに関しては，一つのサイズが全てに合うということはない。読者のニーズ，好き嫌い，集中力の持続時間，気分，趣味，ユーモアのセンスを出来る限り理解しようとしなさい。私たちの個人的な関係では，この種の判断は，機転と呼ばれているが，書くことにおいては，「読者を知ること」と呼ばれている。

小説の作家も，読んでいるであろう人のことを常に想像すべきだ。私はかつて，未就学の子供に向けられた音読をする子供用の本を見たことがある。左手の各ページには一枚の絵があり，右手の各ページは文章で埋められており，入念に書かれてはいるが，ありえないほど長い。作者は読者を想像すべきだったのだ。誰かの膝で動き回る子供を。

精神的な意味でさえ，いつも読者を自分の膝に置けるわけではない。たった一人の人間に向けて書くのではないなら，読者は個々人から成るのであり，全く同じ人は二人としていないだろう。それでも，その読者にはある共通点がある。それがなんであるかを確定して，書いているときに常に心に留めておきなさい。自分の考えや書いたものがどれほど明確になるかに驚くだろう。読者に，あなたが一人一人に話しているような感じを抱かせることさえできるかもしれない。

心の中でイメージを描いているとき，読者はあなたの味方であることを覚えておきなさい。読者はあなたに成功してもらいたいと思っている。そう思わない理由などない。読者が何かを読んでいるとき，それが良いものであってほしいと思っている。読者の想像上の顔に想像上の笑顔を浮かばせなさい。あなたは，結局のところ敵ではない。あなたたちがこの中に一緒にいるのは，あなたは良いものを書きたくて，読者は良いものを読みたいからだ。あなたの発言に反対する人でさえ，それを読むのを楽しむことはあるのだ。

第１講 重要語彙リスト ＊一つ一つ何度も繰り返して，覚えてください

1	require	必要とする
2	save O_1 O_2	O_1 の O_2 を省く
3	strike	打つ
4	freeze	凍る
5	have a problem ～ing	～するのに苦労する
6	no wonder	当然だ
7	frightening	恐ろしい
8	break the ice	緊張をほぐす
9	clarify	明らかにする
10	intend	意図する
11	monotonous	単調な
12	verb	動詞
13	proper noun	固有名詞
14	landlord	家主
15	editor	編集者
16	once S V,	一度 S が V すると
17	identify	確認する
18	vocabulary	語彙
19	tone	調子
20	sentence	文
21	structure	構造
22	the rest	残り
23	every time S V,	S が V する度に
24	fit	合う
25	mood	気分
26	relationship	関係
27	fiction	小説
28	be packed with	～で詰まっている
29	lap	膝
30	mentally	心の中で
31	unless S V,	S が V しない限り
32	be made up of	～で成っている
33	alike	似ている
34	have O in common	O を共通に持つ
35	keep O in mind	O を心に留める
36	draw	描く
37	enemy	敵
38	disagree	反対する

第１講 音読用白文 ① ② ③ ④ ⑤ ⑥ ⑦ ⑧ ⑨ ⑩

A piece of writing requires at least two people: one to write it and one to read it. Who’s going to read yours? It’s important to ask, because people who don’t know their readers or who forget about them aren’t very good writers. You’ll save yourself all kinds of trouble by learning this lesson early.

All writers are readers first. You’ll read a lot more than you’ll ever write. Let the reader in you influence the writer in you. Put yourself in the reader’s place, then write what you’d like to read.

If the very idea of writing strikes fear into your soul, or if you freeze up when you start to write, you may have a problem imagining your reader. Fear of writing is often fear of the reader, especially one you don’t know. And no wonder. Nothing is more frightening than an audience of strangers. Break the ice and get to know each other.

Similarly, if your writing is unfocused, your reader may be out of focus, too. When you can’t see the target, you don’t know where to aim. Sharpen your focus and bring the reader into the picture. Clarifying your audience will clarify your thinking and your writing.

All writing has an intended audience, even the telephone book. It may be monotonous, short on verbs and heavy on numbers and proper nouns, but it sure knows its readers. Your audience probably won’t be as wide as your area code, but it could be almost anyone — your landlord, a garden club, a college director, fiction readers, an editorial-page editor, a lawyer. Someone is always on the receiving end, but who? It’s a big world out there, and before you write you have to narrow it down. Once you’ve identified your audience, everything you do — every decision you make about vocabulary, tone, sentence structure, imagery, humor, and the rest — should be done with this target, your reader, in mind.

Of course, you might have a different audience every time you write; where writing is concerned, one size does not fit all. As much as possible, try to understand your reader’s needs, likes and dislikes, attention span, mood, tastes, and sense of humor. In our personal relationships, this kind of judgment is called tact; in writing, it’s called “knowing your audience.”

A fiction writer, too, should always imagine the people who'll be reading. I once saw a read-aloud children's book intended for preschoolers; each left-hand page had a picture and each right-hand page was packed with text, nicely written but impossibly long. The writer should have imagined the audience: a kid moving around in somebody's lap.

You can't always hold the audience in your lap, even mentally. Unless you're writing to just one person, the audience will be made up of individuals, no two exactly alike. Still, they'll have certain things in common. Determine what those things are and keep them in mind as you write. You'll be surprised how much clearer your thinking and your writing will be. You may even make readers feel you're talking to each one alone.

While you're drawing your mental picture, remember that the readers are on your side. They want you to succeed. Why wouldn't they? When they read something, they want it to be good. Put mental smiles on their mental faces. You're not enemies, after all. You're in this together, because you want to write something good and they want to read something good. Even someone who disagrees with what you say can enjoy reading it.

第２講 解答

＜解答＞

1.（1）D	（3）A	（4）D
2. A	3. B	4. B, E
5. C	6. B, D	7. 全訳の下線部を参照。

＜全訳＞

肉体が健康な子供は，体調不良の子供よりも，効果的に新しい情報を吸収して定着させていくと，新しい研究が示している。親と運動科学者は，肉体の活動のおかげで，若者が，学校や家で落ち着いて注意力を持ち，学業でよい成績を上げるとかなり前からわかっていた。アメリカスポーツ医学会で5月に提出された典型的な研究によると，数学のテストの前に，少なくとも10分間走り回ったり，精力的に他の運動をしたりした4年生と5年生が，試験前に静かに座っていた子供よりも得点が高かったとわかった。

しかし，最近まで肉体が健康であることが，子供の学習方法に影響を与えるかどうか，どんな点で影響するかを明確に調べた研究はなかった。昨年，イリノイ大学の研究者は，地域の9歳と10歳の少年少女を集め，ランニングマシーンで運動させてから，最も元気な24人と最も元気ではない24人に，再び集まって難しい記憶課題に取り組むように頼むことで，その空白を埋めた。もちろん学習は，複雑な過程であり，記憶という形態で新しい情報を取り入れることと蓄えることだけでなく，その情報を後で思い出すことも含まれる。思い出せない情報は，実際には学習されていない。子供の学習スタイルの以前の研究で，題材を学習しているときに，その題材に関してテストすると，たいていの人はよりうまく学習できるとわかっている。実際に，記憶しているときにテストすると，より簡単に覚えられるのだ。これに対して，学習過程でそういったテストをしない丸暗記は，ずっと難しくなる。

この事例では，研究者たちは若いボランティア被験者たちに想像上の土地のいくつかの地図を表示するiPadを与えることで，学習への両方の取り組み方を比べることにした。その地図は地域ごとに分けられ，各地域には4文字の名前が付いており，研究者たちは子供たちにその名前を記憶させた。二つの学習パートAとBが存在して，子供たちは半数ずつそれぞれのパートに参加した。Aのパートでは，子供は6秒間決まった位置にあるこれらの地域名を見せられた。次に子供がじっと見て記憶しようと

している間に，さらに 6 回，その名前が正しい場所で地図上に現れた。

B のパートでは，地域名が適切な場所で，異なる地図上に現れて，それから地図の余白に移動した。単に地図をじっと見つめるのではなくて，子供たちは名前をタップして，それを正しい地域と組み合わせるように要求された。この作業は，記憶している間に，子供たちをテストするものだった。一日経って，子供の全てが再び集まり，地図上の様々な地域に正しく名前を付けるように要求された。この結果によると，概して B パートの子供は，地図に応じた名前を思い出すように要求された時に，健康状態に関係なく同じような成績を収めた。しかし，A パートの子供の場合，体調がよりよい状態にある子供たちは，より健康ではないグループの子供たちよりも，著しく優れた成績を収めた。すなわち，元気ではない子供が，ほんの 25% の精度しかなかったのに比べ，その地域の名称のおよそ 40% を正確に思い出したのである。

この発見から，「より健康的であることが，子供が知的側面で直面する最も難しい状況で，最も大きな影響を与える」ことがわかると，その研究の著者は記している。学習するものが難しければ難しいほど，体が健康的であることが，それを学習する際に子供を助ける度合が大きいのかもしれない。もし子供が，学習能力を高めるような類の体の健康を発達させて維持しようとするなら，「少なくとも一日に一時間」精力的に運動に励むべきだと，イリノイ大学の教育学の教授である共著者のチャールズ・ヒルマンは言った。学校は，子供たちが起きている時間のとても多くを費やす場所なので，子供たちがそういった運動をする最も適切な場所を提供するのだと彼は言った。

第２講　重要語彙リスト　＊一つ一つ何度も繰り返して，覚えてください

1	fit	健康な
2	absorb	吸収する
3	hold onto	維持する
4	effectively	効果的に
5	settle	落ち着く
6	benefit	利益
7	academic performance	学業
8	representative	代表する，典型的な
9	otherwise	さもなければ，別のやり方で
10	vigorously	精力的に
11	specifically	明確に
12	examine	調べる
13	recruit	募集する
14	complex	複雑な
15	involve	含む
16	store	蓄える
17	recall	思い出す
18	material	題材
19	straight	真っ直ぐの
20	memorization	暗記
21	approach	取り組み方
22	divide A into B	A を B に分ける
23	region	地域
24	participate in	～に参加する
25	in place	定位置にある
26	correct	正しい
27	stare at	じっと見つめる
28	location	場所
29	margin	余白
30	tap on	たたく
31	match A with B	A を B と組み合わせる
32	label	ラベルを貼る
33	overall	全般的に
34	similarly	同様に
35	regardless of	～に関係なく
36	significantly	著しく
37	accurately	正確に
38	challenging	困難な
39	maintain	維持する
40	engage in	～に従事する

第２講 音読用白文 ① ② ③ ④ ⑤ ⑥ ⑦ ⑧ ⑨ ⑩

Children who are physically fit absorb and hold onto new information more effectively than children who are out of shape, a new study finds. Parents and exercise scientists have known for a long time that physical activity helps young people to settle and pay attention in school or at home, with benefits for academic performance. A representative study, presented in May at the American College of Sports Medicine, found that fourth- and fifth-grade students who ran around and otherwise exercised vigorously for at least 10 minutes before a mathematics test scored higher than children who had sat quietly before the exam.

Until recently, however, no study had specifically examined whether and in what ways physical fitness might affect how children learn. Last year, researchers at the University of Illinois filled that gap by recruiting a group of local 9- and 10-year-old boys and girls, having them exercise on a running machine, and then asking 24 of the most fit and 24 of the least fit to come back and work on some difficult memory tasks. Learning is, of course, a complex process, involving not only taking in and storing new information in the form of memories, but also recalling that information later. Information that cannot be recalled has not really been learned. Earlier studies of children's learning styles have shown that most learn more successfully if they are tested on material while they are in the process of learning it. In effect, if they are tested while memorizing, they remember more easily. By contrast, straight memorization, without such testing during the process, is much more difficult.

In this case, the researchers chose to compare both approaches to learning, by providing their young volunteers with iPads that displayed several maps of imaginary lands. The maps were divided into regions, each with a four-letter name, which the researchers had the children memorize. There were two learning sessions, A and B, and half of the children participated in each of the sessions. In the A session, children were shown these region names in place for six seconds. The names then appeared on the map in their correct position six additional times while children stared at

and tried to memorize them.

In the B session, region names appeared on different maps in their proper location, then moved to the margins of the map. Instead of simply staring at the map, children were asked to tap on a name and match it with the correct region. This task tested the children as they memorized. A day later, all of the children returned and were asked to correctly label the various regions of the maps. The results show that, overall, the children in the B session performed similarly when they were asked to recall names for the map regardless of their fitness. But for the children in the A session, those who were in better physical condition performed significantly better than those in the less fit group, remembering about 40 percent of the regions' names accurately, compared with merely 25 percent accuracy for the out-of-shape kids.

This finding suggests that "higher levels of fitness have their greatest impact in the most challenging situations that children face intellectually," the study's authors write. The more difficult something is to learn, the more physical fitness may aid children in learning it. If children are to develop and maintain the kind of physical fitness that increases their ability to learn, said co-author Charles Hillman, an Education professor at the University of Illinois, they should engage in "at least an hour a day" of vigorous physical activity. Schools, where children spend so many of their waking hours, provide the most suitable place for them to get such exercise, he said.

第３講　解答

＜解答＞

問１　全訳の下線部を参照。　問２　B　問３　B　問４　C
問５　A　問６　C　問７　B　問８　B

＜全訳＞

　1980 年代に，日本は工業ロボットやオフィスオートメーションに多額の投資をし始めた。自動車産業は，この方針によって早期の利点を手にした。日本の組立てラインは，アメリカやヨーロッパの組立てラインがまだ労働者でごった返していた時に，ほぼ完全に自動化した。オフィスの仕事では，自動化はあまり成功しなかった，というのもオフィスの協同作業は数・量が決められていないので，前もってしっかりとプログラムできなかったからだ。ロボットの利用で三番目に重要な分野は，援助や交流，そして助言が必要な分野だ。ここでは，価値や感情が中心にあり，ロボットに求められるものは，健康，快適さ，満足度，娯楽，安全という形態の幸せだ。娯楽の単純な例は，ASIMO の集団が踊っているのを見ることだろう。それ自体は新しい活動ではない。東洋と西洋の両方で，自動的に動くものは何世紀も存在していた。

　しかし，もっと斬新なのは，人間と交流するロボットだ。1990 年代後半に，人間の飼い主が世話をしなければならない，仮想，あるいはロボットのペットの一連の熱狂的な大流行があった。その最初でもっとも単純なものの一つが，1996 年のたまごっちだった。これはスクリーンに映し出されるゲームで，その目的はペットの健康を監視して，食事や運動を調節して，愛情を注いで，ペットを健康に育てるものだった。ほとんどの電子ゲームが勝利することや何かを破壊することに関するものだった時代に，これは画期的なアイデアだった。

　たまごっちの後に，1998 年のアメリカのファービー人形や 1999 年の日本の AIBO のように，立ち上がって歩き回るペットの時代がやってきた。こういったペットは，顔認識，音声認識を含んだ人工知能研究の機能を利用していて，内蔵の成長プログラムを持っていた。ファービーは徐々に英語を話すようになり，2005 年以降の第二弾では，感情を持って反応する方法も身に付けていた。AIBO は，その一生をコントロールする「メモリースティック」に従い，子犬から老犬にまで成長しながら，非常に幅広い行動を身に付けるように訓練することができた。この種のもう一つのロボットは PLEO と呼ばれる恐竜の赤ちゃんだが，2006 年に出現し，体全体にあるタッ

チセンサーによって，その動きを滑らかに現実的なものにして，肌触りを良くするもので，注目すべきものだった。

まもなくして，この種のロボットは良いペットになるだけではなく，アニマルセラピーに利用することができるとわかった。他人とかかわるのが容易ではない人にとって，時に動物と触れ合うことが人間関係を築く架け橋になる可能性があるとわかっており，ロボットのペットは，においや髪の毛もなくて，同じ使い方ができる。今までのところ，この種のロボットで最も成功していたのは，1993 年に日本で設計されて，2001 年に大衆にお披露目された PARO という赤ん坊のアザラシであった。

次の段階は，ホームセラピーのパートナーとなるロボットだろう。日本では 2008 年に販売が開始されたものがあった。「ifbot」と呼ばれるもので，身長が 45 センチで，宇宙飛行士の服装をしている。見た目は火星人のようであり，注意深く上向きの目を持っていたが，目に見える口はなかった。その声は「ゆっくりと礼儀正しく，なじみやすい」と言われて，耳のところに手を挙げて，「答えようとする前に注意深く聞いている」。話しかけられないと，友好的な関心を示す呼び出し音をときどき発する。

第３講 重要語彙リスト ＊一つ一つ何度も繰り返して，覚えてください

1	invest	投資する
2	automation	オートメーション，自動化
3	advantage	利点
4	assembly line	組立てライン
5	fully	完全に
6	crowded	混雑した
7	ahead	前もって
8	application	利用
9	interaction	交流
10	form	形態
11	comfort	快適さ
12	satisfaction	満足
13	enjoyment	娯楽
14	security	安全
15	in oneself	それ自体で
16	novel	斬新な
17	a series of	一連の
18	care for	世話をする
19	object	目的
20	monitor	監視する
21	make adjustment	調節する
22	diet	食事
23	exercise	運動
24	affection	愛情
25	revolutionary	画期的な，革命的な
26	electronic	電子の
27	generation	時代，世代
28	make use of	利用する
29	function	機能
30	artificial intelligence	人工知能
31	voice recognition	音声認識
32	react	反応する
33	a range of	様々な
34	in accordance with	～と一致して
35	dinosaur	恐竜
36	remarkable	注目すべき
37	smooth	滑らかに
38	apart from	～だけではなく
39	relation	関係
40	so far	今までのところ

第３講 音読用白文 ① ② ③ ④ ⑤ ⑥ ⑦ ⑧ ⑨ ⑩

In the 1980s, Japan began to invest heavily in industrial robots and office automation. In the car industry, this policy gave it an early advantage. Japanese assembly lines became almost fully automated at a time when American and European ones were still crowded with workers. For office tasks, automation was less successful, because office teamwork had to be open-ended and could less well be programmed ahead. A third important area of robot applications exists in an area of help, interaction and advice. Here, values and feelings are central, and what is wanted from the robot is happiness, in the form of health, comfort, satisfaction, enjoyment or security. A simple example of enjoyment would be watching the dancing of a group of ASIMO robots. In itself, this is not a new activity. In both East and West, automata have existed for centuries.

More novel, however, are robots that interact with humans. In the late 1990s, there was a series of crazes for virtual or robot pets which human owners had to care for. One of the first and simplest was the Tamagotch, of 1996. This was a screen game in which the object was to keep the pet alive and well by monitoring its health, making adjustments to its diet and exercise, and showing it affection. This was a revolutionary idea at a time when most electronic games were about winning or destroying.

After the Tamagotch came a generation of stand-up or walk-around pets such as the American Furby in 1998 and the Japanese AIBO dog, in 1999. These pets made use of functions from artificial intelligence research, including face and voice recognition, and had built-in growth programs. Furby learned to speak English over time, and, in a second series after 2005, also how to react with emotion. AIBO could be trained to learn a vast range of actions, as it grew from a young dog up to old age in accordance with the “memory stick” that controlled its lifetime. Another robot of this sort, a baby dinosaur called PLEO, came out in 2006 and was remarkable for touch sensors all over its body, which made its movements smooth and realistic and its skin pleasant to feel.

It was soon realized that apart from making good pets, robots of this sort

could be used for animal therapy. People who are unable to react easily with others sometimes find that contact with an animal can be a bridge to building human relations, and a robot pet can fulfill, the same use, without smell or hair. The most successful robot of this kind so far was a baby seal called PARO, designed in Japan in 1993, and put on public view in 2001.

A next step would then be partner robots for home therapy. In Japan, one went on sale in 2008. It is called “ifbot,” 45cm tall, and dressed as an astronaut. In appearance, it is like a Martian, with attentive and upward-directed eyes but no visible mouth. Its voice is described as “slow, polite, and easy to talked to,” it raises a hand to its ear and “listens carefully before trying to answer.” When not talked to, it lets out occasional calls of friendly concern.

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